UNESCO SOURCES

30 - OCTOBER 1991

SPECIAL ISSUE:
UNESCO 1992-93

LET'S GET GOING!

UNESCO'S MAJOR PARTNERS

The 152 National Commissions

Of UNESCO's 159 Member States, 152 have set up National Commissions (NACs). Under the Organization's Constitution, the NACs, composed of eminent members of the intellectual and scientific communities in each country, form the indispensable link between these communities and UNESCO.

Unique in this respect within the UN system, the NACs organize their own activities such as exhibitions and lectures. They also disseminate information, often through publication of books and documents in local languages, and, not least, they participate actively both in the elaboration and execution of UNESCO's programme. The NACs thus help Member States take maximum advantage of their adhesion to the Organization.

In addition, regular meetings organized between Secretaries General of National Commissions on the sub-regional, regional and interregional level, serve to keep UNESCO and the international community informed on local as well as global needs and aspirations.

The United Nations System

While UNESCO is primarily responsible to its own Member States, it also belongs to the United Nations family, sharing the same ideals and goals, and maintaining different forms of cooperative relations with the other specialized agencies.

UNESCO participates in the joint machinery of the United Nations system, and through regular concertation, works towards the constant improvement of coordination and a sharper focus of inter-agency activities.

Besides sharing information and know-how with sister agencies in the areas of the environment, literacy, development, etc, the Organization participates in cooperative programmes and joint projects, or acts as executing agency for others.

Financing, in this case "extra-budgetary", comes mainly from the UN Development Programme (UNDP), the UN Population Fund (UNFPA), the Children's Fund (UNICEF), and the Environment Programme (UNEP), as well as from the World Bank and a number of regional development banks.

Non-Governmental Organizations

UNESCO maintains relations with 585 Non-Governmental Organizations on international and regional levels, associating them in both the preparation and executive of the programme. Among these are, for instance, Amnesty International, the World Organization of the Scout Movement and the International Council of Scientific Unions.

The NGOs, which have branches in many countries, bring together professionals as well as members of social movements directly concerned with UNESCO's goals : educators, scientists, authors, librarians, musicologists, journalists, editors, youth and human rights groups, etc.

In addition to contracts for specific activities signed with nearly 200 organizations over the 1990-1992 period, UNESCO during the same biennium, granted subventions for a total $3,460,700 to 32 NGOs *"which make a particularly valuable contribution to the achievement of UNESCO's goals."*

Associated Schools and Unesco Clubs

In 1953, UNESCO set up an international network of schools to experiment ways and means for enhancing the role of education in preparing young people to live in a world community. Today, over 2500 pre-school, primary and secondary schools and teacher-training institutions are involved in the Associated Schools Project (ASP) in over 100 countries.

Closely associated with the ASP, often in carrying out joint projects in crucial areas such as literacy work and the environment, are the over 3,700 UNESCO Clubs and Associations, also in about 100 countries: in schools, universities, for a wider public (Associations) or even as permanent Centres.

Clubs may take different forms, and engage in activities ranging from reforestation projects to the setting up of literacy centres, or hostels for immigrant workers, but always, like the Associated Schools, in line with UNESCO's mandate to build solidarity and to further international understanding and peace.

UNESCO - BUILDING BRIDGES

If the question of what UNESCO stood for were posed in the streets of Mexico City, Moscow, or even Paris which is home to the Organization's headquarters, the replies would probably surprise.

The safeguarding of the temples of Nubia or massive literacy campaigns undertaken by the Organization have certainly helped shape UNESCO's image. However its main activity today is perhaps more difficult to perceive. Helping Member States overcome their problems by attempting to gather, multiply, and spread knowledge, is less visible than spectacular events or specific operations.

However, the reform that UNESCO must undertake to fully play its role in a rapidly changing world would certainly be made easier if the Organization was supported by public opinion. But this means that it must be better known by that same public. Hence, on the eve of the General Conference (October 15 - November 7) which will fix the programme and budget for 1992-93, the publication of this special edition of Sources, designed to serve as a guide to the activities and directions that UNESCO will take over the next two years.

The world situation that has provided the inspiration for this programme is outlined by Director-General, Federico Mayor (pp.7-8), while French oceanographer, Jacques-Yves Cousteau and Namibian literacy worker Pashukeni Shoombe (p.5), along with one of the founders of the environment programme, Italy's Francesco di Castri (p.9), exemplify all those who have helped put UNESCO's ideals into action. The ambitious aims of the Education Sector (p.10) are clearly illustrated in a remarkable project for children in underprivileged schools in Chile (pp.18-19). Not less remarkable is the scope of UNESCO's activity in the physical sciences (p.10), cultural domain (pp.14, 20-21), communications and social sciences (pp.15,16,22,23).

"Building bridges between the ideas, laws and energies of the peoples of the world"- such is UNESCO's mission as defined by its Director-General. This special edition attempts simply to make this mission more clearly understood.

UNESCO SOURCES

READEX MICRO best copy available

CONTENTS

PAGE AND SCREEN 4
PEOPLE 5

FOCUS
PAGES 6 to 16
LET'S GET GOING

PLANET :
Education :
• SCHOOLS OF HOPE 18
Culture :
• "O MAGNA CARTHAGO" 20
Communication :
• PILLARS OF A FREE PRESS 22
Social Sciences :
• SONGS OF THE MILLSTONE 23

LOOKING AHEAD 24

UNESCO SOURCES

To date, UNESCO has published or co-published over 8,500 titles (books and periodicals) in the six official languages (English, French, Spanish, Russian, Arabic and Chinese), not including translations into more than 80 other languages. UNESCO is not a conventional publishing house. It is, in the first place, mandated by its constitution to "maintain, increase and diffuse knowledge". UNESCO must often, moreover, fill a gap by producing works which, although indispensable, might not otherwise be published because of their limited "commercial" value.

BOOKS

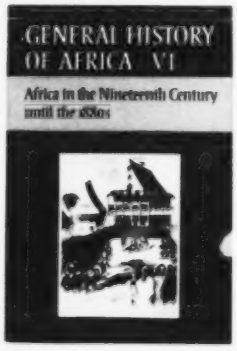
Among the UNESCO reference works which have become library *"classics"* the **STATISTICAL YEARBOOK** and its shorter edition, the *Statistical Digest*, present a *"world in figures"* about education, science and technology, culture, the social sciences and communication.

The **INDEX TRANSLATIONUM**, considered to be the *"bible"* for translations published around the world, contains in its latest edition (No.38) a bibliographical catalogue of 57,374 translated books published in 59 countries.

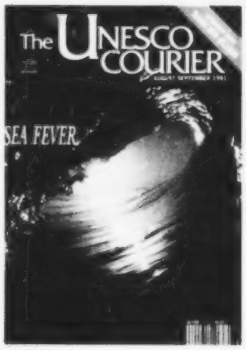
STUDY ABROAD, another best-selling annual, now in its 27th edition, offers thousands of opportunities for studies, fellowships and training courses in over 100 countries.

All three works are trilingual - English, Spanish and French.

Among its publications in the field of culture, the **GENERAL HISTORY OF AFRICA,** a monumental work of eight volumes, 800 pages each, provides a new reading of Africa's past. It is being published in English, French, Spanish, Arabic, Russian and Chinese, Italian, Korean and Portuguese. A number of abridged, paperback editions are also available.



PERIODICALS



UNESCO publishes six quarterly reviews and one monthly.

Doubtless the best-known, the **UNESCO COURIER** appears in 34 language versions and a quarterly selection in braille. In each issue, a main theme of universal interest - *"The Mystery of Genius"*, *"Maps and Map Makers"* *"People at Play"* etc. - is viewed from a variety of cultural standpoints.

IMPACT of Science on Society, is devoted to the effect of science on our lives in an effort not only to document, but to analyse and control the change stimulated by science and technology.

NATURE AND RESOURCES provides international news and information about UNESCO programmes concerning environmental activities, natural resources research and conservation.

The **COPYRIGHT BULLETIN** informs specialists, authors, jurists and the general public on international instruments and national legislation for the protection of literary, artistic and scientific works, and provides a survey of UNESCO activities, notably teaching, training and dissemination of information, in this field.

MUSEUM is the sole international journal that presents museological evolution and its multiple facets around the world from security to cultural policies and curating.

The **INTERNATIONAL SOCIAL SCIENCE JOURNAL** constitutes an exceptional forum for the exchange of ideas among specialists of different disciplines.

Finally, **PROSPECTS**, a quarterly review of education, which benefits from the collaboration of institutions and academics in over 150 countries. Intended not only for specialists, it considers education in all of its socio-economic and cultural contexts.

All of these periodicals are published in French, English and Russian, and most of them in Spanish, Arabic, Chinese and often other languages as well.

VIDEO PROGRAMMES

UNESCO produces and distributes a wide range of video documentaries related to its activities. These include many titles related to the environment, the world's cultural and natural heritage, literacy and other themes related to its activities. A complete catalogue including conditions for use, and a list of national distributors, is available from the Audio-Visual Division, Office of Public Information.

SCIENTIFIC MAPS AND ATLASES

UNESCO, in collaboration with non-governmental organizations and institutes, publishes a wide variety of maps and atlases. In the area of ocean mapping the authoritative General Bathymetric Chart of the Oceans (GEBCO), for instance, is a unique example of international cooperation. The same is true for the Geological Atlas of the World and the Geological World Map, the first-ever wall-map showing geological structures of the oceans and continents on a small scale of 1:25,000,000. Ideal for classrooms, conferences or meetings, it can be centred on either the Pacific or the Atlantic Ocean. Both the atlas (22 sheets) and the map (three sheets) are issued with the Commission for the Geological Map of the World.

RECORDS

Created in 1960 by UNESCO and the International Music Council (IMC) to present the musical contributions of a country, a region, or a people to the cultural heritage of humanity, the **UNESCO COLLECTION OF TRADITIONAL MUSIC** comprised of about 140 titles, is being re-issued by the French firm Auvidis.

A MUSICAL CATALOGUE WITH SELECTIONS FROM 28 RECORDINGS IN THE UNESCO/IMC COLLECTION

Each compact disc or cassette includes a descriptive text in French and English aimed both at specialists and the general public. Four new titles are added to the Collection each year.

Publications and periodicals are on sale at the Unesco Bookshop, or by order from Unesco Press, 7 place de Fontenoy, 75700 Paris, and in Member States through national distributors. Catalogue on request.

PASHUKENI SHOOMBE : LITERACY AND OTHER BATTLES

It's a great honour for me - and for all Namibian women," exclaimed Pashukeni Shoombe, winner of one of UNESCO's coveted literacy prizes.

Thanks to Mme Shoombe and to the thousands, perhaps millions, of men and women working at grassroots level, UNESCO was able to announce last year that, for the first time, the number of illiterates in the world had declined (see p. 10).

While the five prizes usually go to institutions or organizations rather than to individuals (see below), Mme Shoombe was - exceptionally - chosen for an Honourable Mention of the Iraq Literacy Prize because of her exceptional role in Namibia's Literacy Campaign.

Now 55, she has spent most of her adult life fighting for the independence her country finally achieve last year. Already in the 1960s, she and her husband worked tirelessly and courageously to provide food and safe lodging for freedom fighters.

In 1980 she joined another struggle - for literacy - when, as part of the Women's Council of the South-West Africa People's Organization (SWAPO), she became responsible for educational matters, particularly those concerning women.

Installing her office in Kwanza-Sul, Angola, one of the biggest refugee settlements, she describes her first job as *"making sure the entire community was involved and aware of the important of literacy, and its relation to development."*

"Those were challenging but difficult times," she remembers. *"We were always grappling with a lack of materials, trained personnel, transport, and other problems. During the rainy season, for instance, literacy classes held in the open air, often had to be canceled."*

Yet Mme Shoombe succeeded in training many dozens of literacy *"promoters"*, producing teaching materials, setting up courses in weaving, tailoring, poultry-rearing and other trades for new literates. She was also responsible for securing international support, including UNESCO sponsorship, for a 7-year literacy campaign in which, between 1986 and 1990, 10,887 persons were enrolled and 6,000 have become literate.

"I am convinced that we will overcome illiteracy," said Mme Shoombe, a member of the new Namibian Parliament, *"especially since we have won our political freedom. Now the big task before us is to win the battle on the economic front."*

Betty WERTHER

JACQUES-YVES COUSTEAU : FOR THE RIGHTS OF THE UNBORN

J.-Y. COUSTEAU COUNTING ON THE WORLD'S CHILDREN (Photo Cousteau Foundation)

We are borrowing from our grandchildren. It is they who will have to pay for our mistakes. It is they who will foot the bill, for example, for the present national debt of the United States, or who will have to deal with the waste produced by our nuclear power plants."

For Commander Jacques-Yves Cousteau, who at 81 is France's best known and much revered ambassador to the world, the rights of the unborn must be protected. To this end, he has launched a **Petition for the Rights of Future Generations** - rights he would like to see adopted by the United Nations in much the same way as the Declaration of Human Rights, and which would ensure that our heirs inherit *"an uncontaminated planet, where all forms of life can thrive"*. So far he has collected some 835,000 signatures in France, and has asked for UNESCO's help in winning support internationally.

To get the ball rolling, a day-long encounter between the Commander and some 1,000 children of 50 nationalities at Headquarters is planned for December 11. The children will be free to pose questions to Commander Cousteau and UNESCO's Director-General, Federico Mayor. The idea draws a contented smile from the lean, silver-haired *"pasha"* of the Calypso who has spent a lifetime studying the oceans, and has now turned his seemingly boundless energy towards their protection - by reaching out to those who will lead the world into the next century.

"The degradation of the environment is, to a large extent, due to the fact that rich nations are getting richer while the poor are more impoverished than ever," Cousteau told Sources. *"We are dividing humanity in two. There is nothing more dangerous than this, for the environment, for peace and even survival. It is therefore essential to teach our children that they not only have rights, but also that there is a need for solidarity, and that in the future they must share the planet's resources in such a way as to provide a decent life for all."*

Sue WILLIAMS

● Eighteen prestigious **UNESCO PRIZES** are currently awarded to persons or groups who make an exceptional contribution to the Organization's ideals and objectives. Attributed annually or biennially, the prizes recompense meritorious work in the field of science, education - notably literacy, the teaching of human rights, peace, and physical education, rural communication, and some five prizes in the area of culture and the arts, including architecture, music and crafts. The most recently created (in 1989), the biennial **SULTAN QABOOS PRIZE FOR ENVIRONMENTAL PRESERVATION**, will be awarded for the first time on October 28 during UNESCO's General Conference.

= LIBERTAR

NEVER TOO OLD... OR TOO YOUNG, TO LEARN (Photo UNESCO/Dominique Roger).

LET'S GET GOING

UNESCO's Director-General, Federico Mayor, pleads for the forging of a new ethic of development that would underpin international relations and serve to bridge the North-South gap. Without this, he argues, the construction of a better future is inconceivable.

(Photo UNESCO/D. Roger).

Today, events of major historical importance are following one another at a rapid pace and it is already clear that they will lead to changes in the direction in which contemporary societies are developing". I made this observation and forecast on November 16, 1989, at the closing meeting of the 25th session of the General Conference. The Berlin Wall had fallen a week before. Now, two years later, on the eve of another session of the same General Conference, these *"changes in direction"* have, by their speed and magnitude, become a revolution.

A chapter of history that began first after the Second World War has finally been brought to a close. We are thus entering a new era. I, for one, am doing so with contradictory feelings of elation and disquiet. Elation, because the removal of major barriers to international relations - the interment of the Cold War - is providing us with an unprecedented opportunity to give free rein to our creative and inventive powers and, consequently, to introduce changes which will be all the more profound because the areas of our knowledge and the extent of our resources have never been so great. Disquiet, too, however, because we are witnessing the first convulsions which accompany the emergence of this new world, and these are making our responsibilities even greater. Disastrous consequences could follow if we fail to act or if we reach an impasse by pursuing a wrong course on the basis of false or incomplete premises.

Democracy - more specifically, the establishment of democratic institutions - is making giant strides forward. This should be greeted with unqualified delight. The observance of human rights, after all, satisfies a universal wish - the explosions of joy of all those who have at long last been liberated is ample proof of this - and ought to speed up economic progress. However, in this leap forward, people have primarily seen the collapse of the system which used to predominate in the countries of Eastern Europe. It should not be forgotten, though, that in the preceding years the authoritarian regimes in Latin America had been in general decline and, at the same time, the dictatorships in Black Africa were wavering and often collapsing. Similarly, attention - news, debate and often aid - is focused on this Atlantic arc stretching from Vancouver to Vladivostok, while the South is too often disregarded. What is happening, for instance, all along that southern arc which stretches from Vanuatu to Valparaiso, via Djakarta, Cairo, Kinshasa and Rio de Janeiro ?

ONE BILLION LIVING IN ABSOLUTE POVERTY

Let us look squarely at the situation as it really is in the Third World. There, three quarters of the world's population - four-fifths by the year 2000 - are faced with underdevelopment. A few figures will suffice to indicate the extent of their deprivation. Among these mostly poor people, one billion live in a state of permanent hunger. One and a half billion have no access to even the most rudimentary health services and almost two billion are without drinking water. During the past decade, the debt of the Third World increased threefold.

In Unesco's fields of competence alone, education, science, culture and communication, the statistics are just as appalling. There are more than 900 million

UNESCO : THE STRUCTURE

UNESCO comprises three bodies: the General Conference of Member States, the Executive Board and the Secretariat. The General Conference, which is sovereign, "*shall determine the policies and the main line of work of the Organization*". Meeting usually in the Autumn of every second year, the representatives of all Member States - 159 at the moment - following the principle of one vote per country, finalize the Organization's programmes, the amount and breakdown of its "*regular budget*", decide on the Conventions and Recommendations, name the Director-General and elect members of the Executive Board.

This latter is more a legislative body, representing all of the Member States between sessions of the General Conference. It comprises 51 members who meet twice yearly to prepare the agenda of the General Conference and any recommendations to be submitted to the sovereign body. The Board is, above all, responsible for the execution of the programme adopted by the Conference, and can take any measures necessary to this effect.

The Secretariat is UNESCO's executive branch. Under the authority of the Director-General, who is elected for a period of six years, the staff implements the adopted programme and provides to the legislative bodies all necessary elements and propositions required for the successful accomplishment of their work.

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P.3

illiterates in the South, and one child in five has no access to primary school. The number of scientists and technical specialists is a ninth of what it is in the industrialized countries. Roughly 50 book titles per million inhabitants are published annually in the South as against more than 500 in the North, and the same ratio of one to 10 also applies, for example, to the number of television sets.

Our earth has now become a global village and we must adopt a universal approach to the solution of its major problems. It is therefore our absolute duty to overcome the obvious imbalance which still separates the northern and southern hemispheres. The system of international relations which has been largely responsible for generating that imbalance or, at any rate, for tolerating it, cannot therefore simply continue as before, even if relieved of the burden of East-West tensions. It must be completely reshaped and reconstituted. And it will not be possible to make any progress in that direction without an ideal which provides a means to transcend ourselves.

Liberty, equality, fraternity... The only foundation for any enduring human edifice is individual freedom - freedom of expression and association, freedom to communicate ideas and opinions and freedom of movement. No effort is superfluous to ensure that freedom is everywhere enshrined in law and permeates people's minds. But beyond that, a still greater ambition must be engendered which will form a bond between all men and women, going beyond their day-to-day existence to impart an ultimate meaning to their lives. We must construct a development ethic which will guide international relations so that freedom, including the free movement of goods and capital, which has demonstrated its productivity, does not become synonymous with a cynical attitude of everyone for themselves. It must not become associated with the view that might is right but must everywhere be accompanied by justice, law, equal opportunities for all and, let's dare to say it, fraternity. Then, and only then, can we be sure that the march towards democracy will not falter because of a stagnating or worsening standard of living, which would pave the way for the resurgence of totalitarianism.

CRUCIAL QUESTIONS

Development, however decisive, is not the only issue. There are also two other crucial questions which are indissociable from it. Firstly peace, an ideal which recedes even as we seem to draw close to it, as can be seen from the persistence of armed conflict in several areas of the world, the outbreak of wars and, within the last two years, the deployment of the largest military force since 1945. Underdevelopment and misdirected development both bear within them the seeds of war, civil or international, for war is the most immediate outlet for the tensions which poverty sooner or later creates.

Similarly we can make no significant headway in protecting our environment while survival remains the priority, day after day, of thousands of millions of people. How can we ask them not to exploit some of their resources if they are unable to count on the tangible and immediate solidarity of more fortunate peoples in return? But the fact is that environmental protection is no longer simply a matter of ensuring the survival of a particular species or preserving the beauty of a holiday resort. Unless trends are reversed, the viability of whole countries or regions will vanish, followed by the collapse of the great natural balances through which life on earth is sustained.

Nevertheless an ideal, however relevant, is no more efficacious than the recital of incantations unless it is translated into actions that change the prevailing situation. This rule naturally applies to UNESCO. Its *"intellectual"* calling marks it out as one of the crucibles in which the new development ethic will be fashioned, an ethic that will permeate all its efforts to clarify concepts in the priority fields of action that its Member States have assigned to it : the promotion of a culture of peace, spreading and consolidating human rights, seeking sustainable development for the benefit of all, protection of the environment, and intercultural dialogue. The progress of the combined areas of knowledge will immediately facilitate the effective implementation of practical activities, especially *"pilot projects"*, particularly on behalf of those who are the most disadvantaged: women, Black Africa and the least developed countries.

On the fortieth anniversary of UNESCO (born in 1946), my predecessor said that *"forty years, in the existence of an international organization, means an already long and rich history of institutional development and evolution attuned to the ups and downs of a changing world"*.

This observation sounds even more pertinent now, when a new world is emerging. For UNESCO the time is ripe for innovations that will renew its functioning and bring it into line with the inevitable transformation of international relations for innovations and perseverance to mobilise the will of all states to give to education, science and culture the priority they merit as the key to a brighter future.

Federico MAYOR

UNESCO : THE RESOURCES

More than two thirds of UNESCO's resources, used to fund the *"regular budget"*, come from obligatory contributions made by Member States. These payments represent, to a certain extent, a membership fee. The *"regular budget"* proposed to the General Conference for 1992-93 is $451,871,000, of which $55.7m (12.2%) has been included to cover inflation and fluctuations in the dollar exchange rate. These figures actually represent a cut in purchasing power of 1.7% on the 1990-91 budget.

The amount of the obligatory contributions is calculated for each Member State according to criteria set for virtually all of the UN system and which takes into account such aspects as a country's wealth and population. At the moment, Japan contributes the most (12.23%), followed by the USSR (9.32%) and Germany (8.84%). At the other end of the scale, 84 Third World Member States each pay 0.01%.

UNESCO also has *"extra-budgetary"* resources at its disposal, which for 1992-93 have been estimated at $246.7m. This money, contrary to the *"regular-budget"* funds, is paid on a voluntary basis, with the main contributors being other UN bodies, such as the United Nations Development Programme or the United Nations Fund for Population Activities, international or regional financial institutions such as the World Bank, and Member States. These latter frequently make their contribution under the *"funds-in-trust"* system, through which they finance an operation of their choice. These cover activities for which UNESCO has been charged with the execution, and in particular *"pilot"* projects carried out in the field.

GETTING THE PRIORITIES RIGHT

Francesco di Castri

People come first. Absolutely. The problems of baby seals and elephants should and can be solved. But, hundreds of millions of immigrants moving from South to North or from East and West because their countries are no longer viable, for example, poses a real dilemna."

For Francesco di Castri, UNESCO's Coordinator for the Environment since June 1990, the world's ecological priorities are largely upside down. He believes UNESCO has a major responsibility, and is well placed, to try and put them right.

"What we watch on our television is often biased, putting the emphasis on the sensational rather than the real problems. Saying, for example, that the Amazonian forest is essential to maintain the oxygen balance in the biosphere is nonsense. Likewise with the 'hot' subject of climatic change, which is certainly important, but not as critical as the destruction of resources and impoverishment of the developing countries," he insists. *"Protection of the environment must go hand in hand with the development of the Third World. It's not possible to have one without the other."*

A LONG-TIME CAMPAIGNER

The 61-year-old Italian scientist has been pushing this message in the international arena since the completion of his studies in Milan, Montreal, Santiago and Padua in the early 60s. At that time he was elected onto the Special Committee of the International Biological Programme established by the International Council of Scientific Unions (ICSU), was largely responsible for the establishment of the non-governmental organization SCOPE (the Scientific Committee on the Problems of the Environment) and actively involved in the International Geosphere Biosphere Programme (IGBP). Di Castri joined UNESCO for the first time in 1971 as Secretary of the Intergovernmental Council for the Man and Biosphere Programme (MAB), and then as Director of the Ecological Sciences Division on its creation in 1974. During his first 13-year stay with the Organization he helped set up the MAB international biosphere reserve network, which, with 300 reserves in 75 countries, is the only such global network within the UN, and thus perfectly positioned to play a vital role in the research and monitoring that must be undertaken to better understand environmental changes.

"The biosphere reserve network has three objectives : conservation and protection of biological diversity; monitoring changes provoked by human activities; and promoting sustainable development - which is not just a beautiful slogan, but a concept that incorporates ecology, economy and sociology and aims to strengthen the solidarity between the North and the South. Such solidarity is crucial in the environment-development debate, and a large part of my current role at UNESCO is to help promote this partnership through activities that bring scientists from the developed and developing world together."

A man with his feet firmly planted on the ground, who wastes no time on the unrealistic ideals that in the past have tended to marginalize environmentalists, di Castri stresses that the developing countries cannot be expected to completely avoid exploiting their resources in order to protect the environment. *"Food and survival are the top priorities for these countries,"* he points out. *"If we don't help them to resolve these basic problems how can we expect solidarity from them on environmental problems, many of which have been caused by the industrialized nations?"*

Another element di Castri believes must be taken into account is industry, which he is convinced provides *"our main hope for saving the environment."*

"It is often easier to discuss environmental issues with industry, which tends to plan over the long term, than with governments which look ahead only five or six years. If we had to rely only on governments to save the environment there would be no hope."

"WE MUST WORK TOGETHER"

One of the major events of the coming biennium, according to the Venitian-born ecologist, will be the UN Conference on Environment and Development which will be held in Brazil in next June. *"This is an opportunity to bring together all of the actors in the environment debate and decide on a few priorities. UNESCO's contribution should be, for example, to work on getting the right information out on the environment, to counteract the bias I mentioned earlier. It should also continue bringing people from different disciplines together to exchange ideas and share their knowledge. There is no one science that can fix the problems. We must work together."*

However, despite his pragmatic approach, his aversion to sensationalism and his conviction that solutions exist, di Castri admits to being, *"in the short term, rather pessimistic". "The environment is in a far worse state than we ever could have predicted 20 years ago, despite all of the action that has been undertaken over the period. We are looking at a situation where whole countries become virtually impossible to live in.*

"We know solutions exist, but so do the psychological and structural barriers that block their implementation, along with real and contradictory economic interests. Although we are working to find solutions, it may take a major catastrophe to bring about the necessary changes of attitude and push us into action."

Sue WILLIAMS

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P.3

BREAKING THE DEPENDENCY PATTERN

UNESCO's Education Sector gives top priority to women and girls, Africa and helping the Least Developed Countries help themselves.

The women are single, have up to six children and are generally illiterate. They are the heads of some of the 15,000 nomadic families in Mongolia's Gobi Desert who live a particularly difficult life. Most of them have sole responsibility for the children and the family's cattle, the main source of income.

Similar hardships are faced by millions of other women throughout the developing world, particularly in Africa where 29 countries have a female illiteracy rate of more than 90 percent. In war-stricken Mozambique and Angola, education systems and normal life have been paralyzed. The problem of street children is mushrooming and there are now an estimated 30 million around the world.

Available statistics show that one in every 10 school-age children needs special attention because of varying deficiencies, yet only one to two percent of these are catered for.

Although the number of illiterates in the world declined in 1990 - International Literacy Year - to an estimated 948 million, two million less than in 1985, the two goals of *"basic education for all"* and *"eradication of illiteracy by the year 2000"* remain elusive because large numbers of children are not attending school in developing countries. For example, just to maintain the present number of out-of-school children in Sub-Saharan Africa (38 million or 49 percent in 1988), enrolment will have to double between 1988 and 2000. These are just a few realities with which UNESCO is grappling to carry out its mandate of helping eradicate illiteracy and improving the quality of education.

"CAUTIOUS OPTIMISM"

Assistant Director General, Colin Power, who heads UNESCO's Education Sector, expresses *"cautious optimism"* on the future. He says ILY and the World Conference on Education For All (WCEFA), held in Jomtien, Thailand, in March last year, had served to focus attention on people as the most important ingredient of any development, hence the shift from mobilization of world opinion in favour of education to action aimed at meeting basic education needs.

"Having drawn the attention of the world community, particularly the major financial institutions to the importance of education, we now have to build on this momentum. In our basic education programme for 1992-93 we will be putting emphasis on mobilizing Member States into action, particularly in the area of education for women and girls in Africa and the Least Developed Countries."

"We think it's very important to break the dependency pattern and help the countries to assume control of their own destiny."

The decline of education systems in developing countries, particularly in Sub-Saharan Africa, is linked to the problems of poverty, debt and inequity, and UNESCO's efforts will thus be directed at helping to develop alternative approaches to education. *"UNESCO will promote affordable alternatives and use the best experiences of Member States to encourage them to cooperate in developing approaches which are sensitive to their social and cultural realities instead of adopting 'solutions' commonly used by more developed countries,"* says Power.

UNESCO has vast experience in the preparation of low-cost teaching materials and non-formal education packages, development of cheap science equipment, distance education, integration of the handicapped into the educational mainstream and mobilization of communities in school construction.

Successful projects in these areas have been carried out in countries like Senegal, Nigeria, Ghana, Zimbabwe, Sudan, Guinea and Tanzania, Nepal, Bangladesh, Haiti and Yemen.

Under its Priority Africa Programme UNESCO has already launched a project aimed at redressing imbalances between the number of girls and boys attending primary school in the continent. The Organization has also taken the lead in extending literacy and income-generating programmes to female members of minority groups in remote northern Laos. Programmes to help curb the worsening problem of street children through education are under way and efforts have been intensified towards providing education to mentally and physically handicapped children in all regions of the world. Adult aducation is another priority and programmes are currently being implemented to meet the growing demand in this area.

With the end of the Cold War, the movement from controlled to open market economies, the general shift towards democracy and rapid technological changes, UNESCO plans to establish a commission on educational needs for the 21st century which will prepare an interim report before the end of the biennium 1992-93.

However, plans are being made at a time when developing countries are struggling economically and when UNESCO has also had to tighten its belt. The $161m budget proposed for the coming biennium is by far the biggest slice of UNESCO's financial cake, but it still falls far short of the funds needed.

"We must recognize that UNESCO is not a bank" says Power. *"It is an intergovernmental organization. It will do its best to provide Member States with the statistical and philosophical ammunition needed to stage various policy alternatives and enlist support from planning and finance ministries and the donor community."*

Ndaba NYONI

THE PLANET UNDER THE MICROSCOPE...

From the ocean floor to the depth of the forest, the science sector works to shed light on the unprecedented changes taking place around the globe.

There is hardly a part of the planet not covered by the programmes of UNESCO's Science Sector. The living biosphere, the plants, the animals and the ecosystems they form are studied by the Man and Biosphere Programme, the rocks and the crust of the Earth they live on is the domain of the International Geological Correlation Programme, the seas belong to the Intergovernmental Oceanographic Commission and whatever water is left over for rain, rivers, lakes, groundwater or glaciers is under the auspices of the International Hydrological Programme.

A variety of activities are undertaken by people working on research projects coordinated, led or initiated by the different divisions of the Science Sector, often in cooperation with other UN agencies, national research institutions and non-governmental scientific organizations. With a budget of $60m boosted by almost the same sum in extra-budgetary funds for the coming biennium, it ranks second in scope only to the education sector.

There are people measuring year rings on trees, counting antelopes, experimenting with solar panels, watching floats in tubes to determine how the sea level is rising, observing how mussels react to water pollution, analyzing rock samples or calculating how the ground water resources of an area can be used to provide as many people as possible with clean drinking water. Others meet to discuss which policy in science and technology a developing country should adopt.

5,000 SCIENTISTS TRAINED ANNUALLY

Each year, some 5,000 biologists, oceanographers, chemists, physicists, geologists, engineers and hydrologists are trained in UNESCO-organized programmes. At the same time, UNESCO produces and distributes teaching materials in physics, chemistry, biology, engineering, oceanography, hydrology, geology.

The motivation is twofold: to advance knowledge on questions such as climate change, sea level rise, desertification, deforestation and extinction of species; and to improve the scientific capacities of the developing countries. In other words, educating people - from pre-schoolers to presidents - about environmental issues.

The Intergovernmental Oceanographic Commission, for example, has been charged by its 117 Member States with creating the Global Ocean Observing System, GOOS. The system will be based on existing programs for ocean research, augmented with new technology and capacities, and will attempt to fill the gap in our knowledge of the ocean's role in the global climate.

While the IOC deals with the ocean on a global scale, the COMAR programme gets down to the parts of it which touch the everyday life of coastal zone inhabitants - who in 2000 are expected to represent 75 percent of the world's population. COMAR looks at what the practical consequences of sea level rise will be, what happens with fish catches, coastal environments, mangrove forests, coral reefs and beaches.

Changes in the environment are of course nothing new, except in that they are taking place faster than ever before. UNESCO's most far-ranging programme, the International Geological Correlation Programme (IGCP), works to study the processes and changes that the Earth has been through over its 4,5 billion years. The present and future of the planet's environment is the concern of the Man and Biosphere Programme (MAB) which uses its network of biosphere reserves (300 in 75 countries) to study changes and restoration of damaged ecosystems.

In China, for instance, MAB has run eight field projects aimed at improving knowledge on the state of the country's tropical and temperate forests, its cities and its lakes and rivers. One project worked to find cheap, simple and efficient ways of cleaning and recycling waste water for irrigation. Another examined the causes of eutrophication in Lake Chao.

The one percent of the water of the world that is not floating around the oceans or frozen up in glaciers is the domain of the International Hydrological Programme. The IHP examines how the water resources of the world can best be kept clean, usable and available in the right place at the right time.

The Science Sector of UNESCO does no scientific research by itself. It has no laboratories, particle accelerators, research vessels or satellites. The professional staff, most of them scientists in their own right, work instead to provide other scientists with access to these facilities, to help researchers from different countries and disciplines communicate and to lead them to cooperate - in short, to make the result of international scientific effort greater than the sum of its national parts.

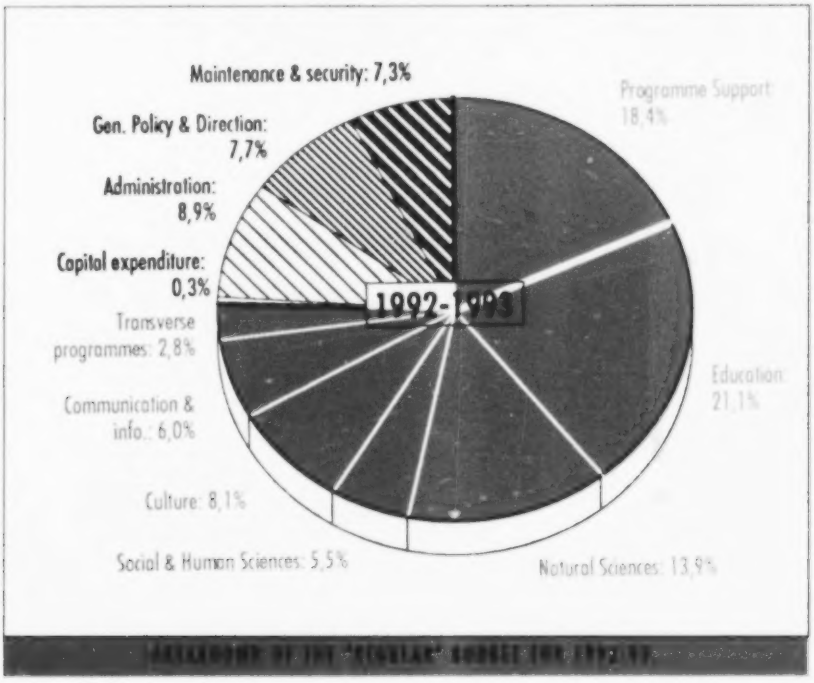
Nina TÖRNUDD

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS. SEE P. 3

RESOURCES AND PERSONNEL IN 1992-1993 :

Strong, regular growth until the mid-80s, a sharp drop after the American and British withdrawals, and stagnation since: UNESCO had more resources at its disposal 20 years ago.

BREAKDOWN OF THE "REGULAR" BUDGET: PRIORITY TO ACTION

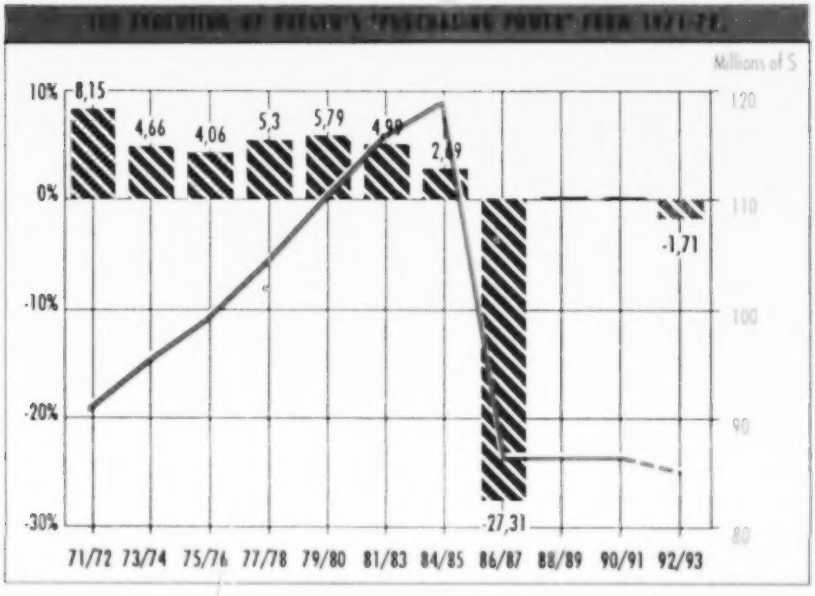


This graph shows the proposed breakdown of the "regular" budget, comprising obligatory contributions from Member States, proposed for 1992-93.

The lion's share of this, 75.7 percent, is destined to UNESCO's activities, with the remaining 24.3 percent being used to finance "general policy and direction" (including the Directorate and the work of the General Conference and Executive Board), building maintenance and security and general admnistration.

The resources allocated to activities - or "programme" in UNESCO's jargon - are further divided into two parts. "Programme support", which covers relations between Member States and various other organizations as well as information services, will receive 18.4 percent. The remainder (57.3 percent) is used for the direct execution of the programme, with to priority going to education, followed by the exact sciences, culture, information and communication and finally, the social and human sciences.

UNESCO'S "PURCHASING POWER"



Two types of information are presented here. First, the percentage, marked in black, of the increase - or decrease - of UNESCO's "regular" budget from one biennium to the next.

In red, the Organization's "purchasing power", calculated on a constant cost level for the dollar, using 1971-72 as the base year.

The reference budget thus starts at $91m, climbs to $119m in 1984-85 and, after the withdrawal of the United States and the United Kingdom, declines slowly to reach a plateau of $85m for 1992-93 - a figure significantly lower than that of 20 years earlier.

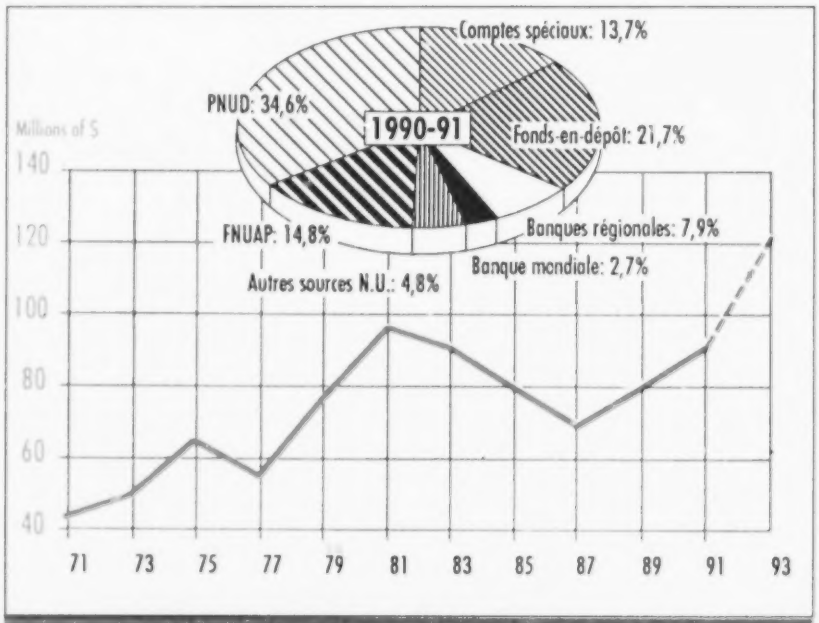
UNESCO's budget is about the same as that of a medium-sized university in an industrialized country.

NO MORE THAN 20 YEARS AGO

"EXTRA-BUDGETARY" RESOURCES

In addition to its "regular" budget, UNESCO relies on "extra-budgetary" resources contributed on a volontary basis primarily by the Organization's major partners within the United Nations system and by Member States themselves, in general industrialized countries helping to finance UNESCO projects in the Third World. It is these countries which supply the bulk of funds available for Special Accounts, opened to finance long-term activities and managed by intergovernmental committees, as well as Funds-in-Trust designed to finance a specific project to be carried out over a given period.

In red, the evolution at "current" dollar rates, of extra-budgetary resources since 1971-1972, as well as the probable breakdown - estimated several months before the end of the budgetary period - by source of contribution for 1990-1991.



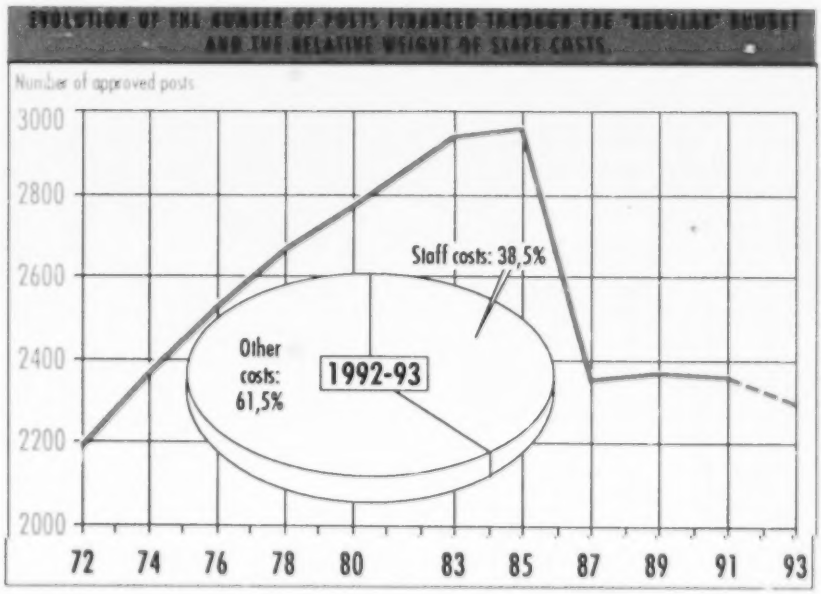
"EXTRA-BUDGETARY" RESOURCES BETWEEN 1971 AND 1993 (ESTIMATED IN "CURRENT" DOLLARS)

PERSONNEL

This graph shows (in red) the evolution of the number of staff positions financed through the "regular" budget since 1971-72, a curve which corresponds almost exactly to that representing the Organization's purchasing power (opposite page).

Another figure indicates, for 1992-1993, the percentage of staff costs on the total draft budget, that is "regular" and "extra-budgetary" resources combined - a percentage which represents slightly over a third of this budget.

The same ratio, calculated for the "regular" budget alone, stands at 60% which is, nonetheless, one of the lowest percentages of all the comparable specialized agencies in the UN system.



Source : Unesco's Bureau of the Budget
Graphics : A. Darmon

VIVE LA DIFFERENCE

Putting the cultural dimension into development.

When UNESCO designated a citizen conceived outdoor museum in a housing complex in Lyon (France) as an official activity of the World Decade for Cultural Development (1988-1997), the residents wonder whether anything concrete would come of it. They were flattered by the attention, but, more concerned that their 60 year old apartments still had no elevators or central heating.

The City of Lyon, suddenly thrust into the international spotlight by UNESCO's involvement, voted to speed up renovations of the low income apartments for the 1,200 families. *"It will be done in three years instead of 10,"* said Eddie Gilles, president of the Renters Committee. The city voted to expand the housing complex as well, and architects worldwide scrambled to become involved, again thanks to the increased profile.

Henri Lopes, Assistant Director General for Culture at UNESCO, called the Lyon success *"an excellent example of how sometime, without a cent, simply by showing interest in a project UNESCO can help mobilize resources"*.

A NEW APPROACH

The World Decade for Cultural Development, for which the UNESCO is *"lead agency"*, was born out of a new approach to development focused on the human being rather than on quantative and material growth. This concept underpins all of UNESCO's action in the cultural domain, from small projects such as helping Indonesian potters to improve their firing techniques to vast undertakings such as the revival of the Alexandria library. Thus, four main goals have been set for the Decade: to acknowledge the cultural dimension of development, to enrich cultural identities, to broaden participation in cultural life and to promote international cooperation.

The 10 year Integral Study of the Silk Roads: Roads of Dialogue has already gone a long way to fulfilling these goals, through its seminars, studies and the three successful expeditions across the desert route in China, along the maritime route from Venice to Osaka and over the steppes of Central Asia. In autumn 1992, a caravan of scholars will set out along 2,000 kilometre Nomad Route along the top of Mongolia on the fourth expedition. The route starts in the Altai Mountains where the borders of U.S.S.R., China and Mongolia meet and will eventually pass through North and South Korea and Japan.

"Many scholars feel the Altai is the birthplace of the Japanese, Korean and Thai peoples," said Doudou Diene, project coordinator, noting that the Ural Altaic branch of languages came from this remote corner of the planet. Also on the programme, in 1993, is a major Silk Roads Festival which will take place in Paris, with a major exhibition on Buddhist art.

Another project that has the Decade's logo attached to it is the Commemoration of the Five Hundredth Anniversary of the Encounter between Two Worlds which will reach its climax in October 1992. The main event will be the second meeting of the Amerindian cycle, in Oaxaca, Mexico, which will bring together Indians from all parts of the Americas. This will follow a first such meeting in Ottawa (Canada) in November this year.

UNESCO's culture sector is probably best known, however, for its efforts to safeguard the world's cultural heritage, especially through the Convention on the Protection of the World Cultural and Natural Heritage with its World Heritage List. The most famous UNESCO campaign was undoubtedly the mammoth effort to save the temples of Nubia which were threatened by the rising waters of the River Nile. Today, the Organization has 29 campaigns underway, with priority being given to Fez (Morocco), the ancient cities of Chingitti, Tchitt, Oualata and Ouadane (Mauritania), Gorée (Senegal) and the Cultural Triangle (Sri Lanka).

"I think there is more money than ever to mobilize for the safeguard of the world's heritage," said Lopes. *"UNESCO created a new awareness in this domain and the result is that many campaigns are done today without us. So much the better."*

Renewed efforts will also be made in the coming biennium to protect the site of Angkor (Cambodia), even though it is not yet on the Heritage List. *"We're looking at an emergency operation because Angkor is endangered"* said Lopes. *"When Cambodia signs the Convention, we can normalize things and make it an official campaign, but it would be criminal not to get started now."*

One of the highlights of the next biennium promises to be the celebration of the 20th anniversary of the World Heritage Convention in November 1992. Since its adoption in 1972, the Convention has proved an influential arm in the protection of those sites bearing witness to the wonder of human and natural history. As of January 1991, 337 sites in 73 Member States had been inscribed on the World Heritage List. Another 20 to 40 are expected to be added during 1992-1993.

The biennium will also see the establishment of a World Heritage Towns Network, which will make it easier for listed cities to share strategies on how to better manage their towns and protect their heritage qualities. Forty four cities voted to establish the network at their first meeting in Quebec, Canada in July 1991.

The determination to preserve the towns not just as tourist attractions but as living cities came through loud and clear at the meeting. Heritage may be rooted in the past but its future is firmly in the hands of the people who call those cities home.

Peter LOWREY

POWER TO THE CITIZENS

Peace, human rights and quality of life are key words for UNESCO's Social and Human Sciences Sector.

How can democracy be developed in a society which has never known freedom ? What will post-apartheid South-Africa be like ? What moral rules should be laid down for biological research ? How can family planning be better promoted amongst rural dwellers in Africa ? Part of UNESCO's work carried out by the Sector of Social and Human Sciences is to help researchers reflect on such questions, whether large or small. In the field of development aid to the Third World, the need for overall reflexion to accompany action has long been emphasized. The road to misdirected development is paved with good intentions. Many studies have been made on the evils of "ready-made" programmes, oversize constructions and other examples of inappropriate responses to the real needs of local populations. But whilst critical thinking on this topic is well advanced, the same cannot be said for the transition to democracy, although this is one of the major challenges facing the world at the end of this century. How does this process connect with culture, in the broadest sense ? To examine the multiple facets of this question, UNESCO organized an international conference attended by leading intellectuals, politicians and artists in Prague from September 4th to 6th (see Sources, September 1991). Its purpose was to launch a process of reflexion which will lead to other initiatives. UNESCO also hosted a seminar in Paris, from June 25th to 27th, on the educational needs of the black population in South Africa; a key problem, considering the state of decay of educational structures and the need to promote a spirit of tolerance in the younger generation.

Such initiatives, whilst illustrating UNESCO's approach, can only be valid if they are based on a long term critical reflexion. The first task of the Sector must therefore be to provide the resources for researchers in the various disciplines. In eastern Europe, for example, almost everything has to be done from scratch and the demand is enormous. One of UNESCO's major assets is, as a multilateral organization, to be able to provide an environment which can be described as "neutral", without having any policy to propose other than that of aiding those involved in social research. The priority is comparative research, with a view to favouring synergy. It is essential to support networks of research centres and sometimes to help set them up. UNESCO attaches particular importance to critical reflexions on the environment, on the integration into society of underprivileged sectors, women and young people, on ways of achieving balanced development. Such ideas, like those connected with research on *"human rights"* or *"peace"*, may at first appear excessively abstract or vague. After all, human sciences have been defined by the French psycho-sociologist Abraham Moles as *"the sciences of the imprecise"*. But at the other end of the production line are publications such as a guide to help shanty-town dwellers to improve their housing : how to build a house, advice on hygiene or ways of improving life in the community.

In each case, the aim is to give power to people, the power at least to control their lives and to centre development on human improvement rather than economic growth at any price, to encourage tolerance and an open approach to the world. In June 1992, UNESCO will bring its own contribution to the United Nations Conference in Rio de Janeiro (Brazil), focussing on the general issues of development, environment and democracy.

Of all United Nations organizations, UNESCO is the only one to have set up a central place for social sciences, thus enabling it to adapt its own strategy and its many actions in the field.

Nicolas MICHAUX

FREEDOM OF SPEECH, ACCESS TO KNOWLEDGE

It's time for the information age to go global.

A new page has been turned. UNESCO and the International Federation of Newspaper Publishers are beginning a new era of partnership in our common objectives for the development of a free, independent and pluralistic press worldwide." Thus summed up Federation President Jan J. Nowen at a UN-UNESCO seminar in Windhoek (Namibia) last May aimed at exploring ways of promoting and strengthening a free and independent media in Africa.

A year earlier, a similar meeting was held at UNESCO headquarters to examine the needs of the emerging independent media in Eastern Europe. This led to the creation in Warsaw of the Centre for Communication for Eastern and Central Europe, a journalism research and training facility aimed at strengthening the professionalism of the independent media in that region (see p.22).

The Windhoek and East-West meetings are clear indicators of the new strategy adopted by UNESCO's Communication, Information and Informatics sector - a strategy that firmly embraces the principles of press freedom and independence. It contains three main elements: *"Encouraging the free flow of information at the international as well as national level, promoting the wider and better balanced dissemination of information, without any obstacle to freedom of expression, and developing all the appropriate means of strengthening the communication capacities in the developing countries in order to increase their participation in the communication process."*

One of the sector's main vehicles for putting these goals into action is the International Programme for the Development of Communication (IPDC), which recently received funding pledges worth $3.2m. This however, meets only a fraction of the

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS SEE P. 3

need and extra-budgetary funds are heavily relied upon for financing such projects as the six million dollar development of community radio in the Philippines. Under this project 12 FM stations organized and run by villagers will be established throughout the archipelago. A pilot project is underway to set up the first two of these stations, with $830,000 in funding from the Danish aid agency, DANIDA.

DANIDA is also funding a $1.3m project to develop Bhutan's national broadcasting service. The Indian Government has provided the building and equipment, while UNESCO has undertaken to train broadcast journalists, computerize the news operation, set up a news data base and provide complementary equipment.

In Africa, the Federal Republic of Germany has provided $1.5m for the Central African News Agency Development project (CANAD).

As with the previous WANAD and SEANAD programmes in West, South and East Africa, CANAD is aimed at developing the infrastructure and management capacities of news agencies in 10 Central African countries. Its most important component however, is training for agency personnel, from journalists to documentalists, technicians and managers.

Training is also one of the main activities of the General Information Programme (PGI) which is responsible for the 'information' branch of the sector. It's efforts are concentrated on the development of libraries, archives, and regional data banks and the preparation of personnel for these outlets which provide access for specialists and laymen to information. PGI has also helped establish several international and regional networks specialized in the collection, analysis and dissemination of information for scientists and decision makers, such as the Asian Pacific Network on Medicinal and Aromatic Plants (APINMAP).

The third arm of the sector goes under the title of the Intergovernmental Informatics Programme (IIP), which provides support for the informatics projects of Member States. The IIP's main effort is concentrated on its *"Informafrique"* programme to introduce informatics across the African continent through sensitization projects, personnel and maintenance training and programme development.

Thus, UNESCO's Communication, Information and Informatics sector is clearly geared to the needs of the developing countries, both present and future, from grass roots level to the upper echelons of business and government. The way is long, expensive and fraught with obstacles, but, given its enormous impact on populations on even the most remote corners of the world, vitally important.

Ihsan BOUABID-JACOBSON
Sue WILLIAMS

TO FIND OUT MORE ...

PROGRAMME AND BUDGET 1992-1993. Adopted by the General Conference at its 26th session, this document is the main source of information about the programme and budget UNESCO will implement over the next two years.

THIRD MEDIUM-TERM PLAN (1990-1995): A general policy document designed to serve as a "blueprint" for the future. 217 pp. A 4-page leaflet, *The Medium-Term Plan at a Glance* is also available.

A wide variety of information materials on UNESCO's programme include notably:

EDUCATION:

UNESCO: WORLDWIDE ACTION IN EDUCATION. A richly illustrated 56-page brochure presents UNESCO's strategy for 1990-1995 to meet the challenge "Education for All." Outlines priority areas starting with 1990 International Literacy Year.

SCIENCE:

MAN BELONGS TO THE EARTH - International Cooperation in Environmental Research. A 275-page report on the Man and the Biosphere (MAB) Programme. A smaller *Practical Guide to MAB* also available from the MAB Secretariat.

INTERNATIONAL MARINE SCIENCE (IMS) NEWSLETTER. A quarterly bulletin with information on international marine science activities, in particular those of UNESCO and the Intergovernmental Oceanographic Commission.

INTERNATIONAL GEOLOGICAL CORRELATION PROGRAMME: Study of the earth through global projects based on international co-operation. An illustrated folder.

INTERNATIONAL HYDROLOGICAL PROGRAMME and Related UNESCO Progammes in Water Resources. An illustrated, 24-page brochure.

CULTURE:

CULTURE + . Newsletter of the World Decade for Cultural Development, also contains information on the International Fund for the Promotion of Culture.

INTEGRAL STUDY OF THE SILK ROADS: ROADS OF DIALOGUE Newsletter. Offers news on the main and Associated Projects, including expeditions, exhibitions, festivals, seminars, studies and research, etc.

COMMUNICATION:

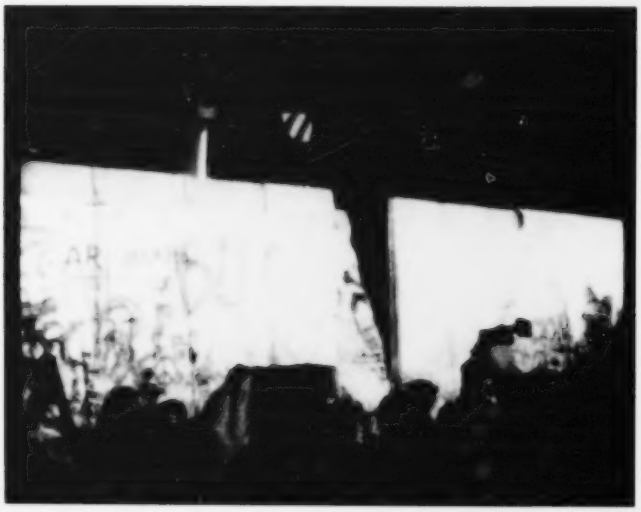
INTERNATIONAL PROGRAMME FOR THE DEVELOPMENT OF COMMUNICATION. An illustrated brochure describing the aims and activities of the IPDC.

GENERAL:

What's UNESCO ? An informative 7-page brochure.

**DOCUMENTATION CENTRE*
Office of Public Information.

IN A CHANGING WORLD



In a changing world **is a 25-min. video programme which shows through a few examples how UNESCO and people in all walks of life attempt to respond to the major challenges of our changing times.**

(Available in English, French, Russian and Spanish. For further information, please write to Audiovisual Division, Office of Public Information.

SCHOOLS OF HOPE

A project in Chile proves that quality education is possible even in the poorest schools.

●

SINCE 1990 THE VILLAGE OF DJINADIO, 650 km from Bamako (Mali), has boasted its own classroom, built by the inhabitants themselves. However there are more children in the village than space in the classroom. UNESCO's Co-Action Programme has thus undertaken to raise $4,500 to construct and equip a second building.
This is just one of the 37 micro-projects featured in Co-Action's 1991 catalogue. Each year, the programme appeals for funds from individuals or groups to support such grass-roots activities in developing countries. Contributions go directly to the projects, all others costs are borne by UNESCO.

ANOTHER CLASSROOM LIKE THIS ONE IS ON THE WAY (Photo Martine Gosnier)

▼

UNESCO currently sponsors 32 international post-graduate ***COURSES IN HYDROLOGY*** in the framework of the International Hydrological Programme (IHP). The IHP courses, organized in all regions, each year train about 300 specialists and 80 higher-level technicians, priority begin given to those in developing countries and, in particular, to women.

"Our 250 pre-primary and primary school pupils come from extremely deprived social environments which are the cause of serious educational problems. They live in poor shanty-towns such as Los Héroes de la Concepcion, where they are faced with alcoholism, prostitution and family violence."

Maria Eugenia Fuentes has been a primary school teacher for 16 years. Her speciality is plastic arts and for the last two years she has been headmistress of D-150 School in Conchali, an old and populous working-class quarter in the north of Santiago, the Chilean capital. This primary school, providing classes for children between the ages of seven and twelve, has 14 teachers. It is included in the *"900 schools programme"* launched in 1990 by the Chilean Minister of Education, Ricardo Lagos, after the establishment of a democratic government under President Patricio Alwyn.

"All our pupils come from poor environments which are highly unfavourable for primary education", says the headmistress of D-150 School. *"Many live in overcrowded housing and are psychologically and emotionally unbalanced. We are faced with the problem of many children who are under medication, and even with cases of epilepsy."*

LACKING A MODEL WITH WHOM THEY CAN IDENTIFY

"Children often come to enroll in school accompanied only by neighbours, and often they come on their own." Otherwisetheir parents send them to the school and show no interest in their results. They consequently feel devalorized and lack the "model" of a father with whom they can identify. *"To remedy this situation, parents are encouraged to take part in educational tasks and try to use teaching methods which link the children to their social environment,"* says Ms Fuentes. *"Teachers remain in charge of lessons though,"* explains the headmistress, *"and we use all the techniques available: drawing, painting, press cuttings, wood and plastic materials. We also use illustrations and murals and teach both reading and visual memory. In addition, we use material provided by local inhabitants or by companies operating in the area. We encourage pupil participation through group work: the children, at school with their teachers or at home with young educational workers and their parents, learn to know themselves, to be aware of their problems and to find possible solutions.*

Considerable progress has been made. *"We have been able to combine lessons, games in the playground and learning in the children's homes. It is through a global approach which includes teaching, civic and moral education and affection from the children's family that we can succeed in helping them face the reality of the outside world."*

OUTSIDE SUPPORT

UNESCO's Regional bureau for education in Latin America which is based in Santiago, has also thrown its weight behind the project, with considerable material support. *"To help with our work, the bureau has supplied us with duplicating machines, tape recorders to help assess progress in reading and writing, and books which have enabled us to set up a basic library of 100 volumes."*

UNESCO and its bureau have been supporting poor schools in Chile for several years, working extensively with non-governmental organizations. However, the 900-schools project has met with such success that it has become a case apart.

"The project took on a new lease of life at the fourth conference of Education Ministers from the region (PROMEDLAC IV) which was held last April in Quito (Ecuador), following on from the proposals approved at Jomtien (Thailand) at the World Conference on Education for All", according to Juan Cassasus, an expert at the regional bureau. *"It now concerns ten percent of schools and of the country's primary school population: the poorest and most deprived schools with the least resources and infrastructure and with the lowest level of school results."*

Launched with a gift of five million dollars from Sweden and Denmar, the 900-

GAMES IN THE PLAYGROUND ARE ALSO PART OF THE LEARNING PROCESS FOR PUPILS OF THE SCHOOLS IN THE P-900 PROJECT (Photo UNESCO).

schools project initially covered 969 municipal and subsidized schools totalling 160,000 pupils. In 1991, in light of the programme success, the government increased funding and extended it to 1,385 schools with 6,000 teachers and over 220,000 pupils.

A MAJOR CONTRIBUTION TO EDUCATION

The regional bureau, directed by education specialist Juan Car'os Tedesco, considers the project a major contribution to education in Latin America, having proved that it is possible to provide quality education in even the poorest schools.

The bureau has financed and designed materials for teachers and support staff in the schools. UNESCO also helps devise investment strategies for human and financial resources, as well as carrying out assessments of progress on the programme.

"By focussing on primary education, this project is of considerable social importance and is linked to UNESCO's efforts to eliminate illiteracy", says Tedesco. The *"P.900"* project, the results of which were presented at an international seminar on *"strategies for school success"* last May in Lisbon (Portugal), has been singled out by UNESCO as one of the great successes of the Mobilising Project to Combat Illiteracy which was implemented at the Jomtien conference. Under the Mobilizing Project it will be taken as a model and "showcased" in other parts of the world, especially those with similar socio-economic conditions. Subsequently, a film crew will go to Chile in the coming months to make a documentary to be broadcast on major television networks across the world.

Efforts will also continue to reinforce the skills of those involved in the project.

"The regional bureau," says Juan Cassasus, *"will finance the production and distribution of five videos on mathematics and language teaching to be used in teacher training workshops. These workshops are the key to the success of the programme, as are the instructor workshops for some 3,000 young people from outside regular educational structures but who are strongly associated through their vocation and their community links with the homes of primary school children."*

UNESCO, through the organization of a consultative meeting in Chile, also helped obtain approval from the World Bank for a loan of over 200 million dollars which will be used to finance an ambitious programme of *"improvements in educational infrastructures"* which will benefit, amongst others, these underprivileged schools.

Juan IBANEZ ELGUETA
Santiago

●

The INTERNATIONAL FUND FOR THE PROMOTION OF PHYSICAL EDUCATION AND SPORT (FIDEPS) assists Member States to plan and carry out national sports progammes in schools and universities. Over the next two-year period, the Fund, in collaboration with a number of NGOs and young volunteers in Third World countries will launch programmes for the development of sport in the context of South-South and North-South cooperation. Pilot projects will also be set up for the installation of suitable low-cost sports facilities in Africa. At the same time, FIDEPS will continue to promote preventive education to combat the negative influence on sport of such abuses as doping.

▼

MORE THAN $10M IN UNESCO COUPONS were made available to Member States in 1990, bringing the total value of coupons distributed since the creation of this programme in 1949 to $329m. Worth from one to $1,000 each, the coupons can be bought by research workers and students in countries with "weak currencies" and used to buy publications, audio-visual materials, scientific equipment and products such as machine tools and measuring instruments intended for educational, scientific and cultural purposes.

●

THREE SPECIALIZED EDUCATION UNITS have been established by UNESCO in the field to deal with training and research. The **International Bureau of Education** (IBE, Geneva) is a centre of comparative studies and information. The IBE also organizes the biennial International Conference on Education. The **International Institute for Educational Planning** (IIEP, Paris) offers an annual course for educational planners and administrators, conducts research on issues such as educational financial strategies and disseminates new technical concepts via its extensive publications and documentation service. The **UNESCO Institute for Education** (IUE, Hamburg) specializes in lifelong-education, literacy and post-literacy and the development of learning strategies for the newly literate.

"O MAGNA CARTHAGO"

Two thousand years after the poet Horace extolled its virtues, Carthage rediscovers its former glory.

Twenty years ago, when UNESCO launched its International Campaign for the Safeguard of Carthage, herds of goats wandered the ancient site and Tunisians wielded pick and shovel to build their homes among the ruins.

Now, as the campaign draws to a close, the 500-hectare site in a seaside suburb of Tunis is legally protected from development and attracts 500,000 visitors a year, including hordes of Tunisians who, a few decades ago, were mostly indifferent to their distant past. And what secrets have the teams of foreign archaeologists attracted by the campaign discovered deep in the soil of Carthage?

"Twenty years ago there was an idea that there wasn't any town planning in the original (Punic) Carthage," recalled Mhamed Fantar, Tunisian author of 15 books on Punic civilization and director of the Centre for the Study of Phoenician and Punic Civilization and Libyan Antiquities. *"There was an ideological angle in much that was written by foreign scholars - they wanted to attribute aspects of Carthage to the Romans and not the Carthaginians.*

"The Campaign allowed us to find out there were originally wide streets built at right angles," he said in an interview in his ornate 18th-century office in the Tunis Medina.

He recalled the controversy over who first built homes with central courtyards in Carthage, thus introducing a refinement to life and an emphasis on the nuclear family. Archaeologists discovered Punic ruins of homes with interior courtyards.

Much has been written on the Punic god Baal Hammon, the god of the furnace, to whom human sacrifices were made. Although the digs provided no breakthrough in understanding these bloody rites, stelae were found which confirmed their existence. *"The old question of human sacrifices was reopened among scholars thanks to the international Campaign,"* said Fantar.

Finally, the date for the founding of Carthage left us by Greek and Roman texts - 814 BC - was given a boost by the discovery at a depth of nine metres of remains from the middle of the 8th century BC.

The Thermes d'Antonin, the Roman baths on the shores of the Gulf of Tunis where columns have been restored to their original height, are now a major tourist attraction. Visitors can also see Roman villas, theatres and amphitheatres and endless foundations of Punic and Roman buildings.

Although the Carthage site boundaries were fixed by law in 1985, it wasn't until July 1991 that Tunisian President Zine El Abidine Ben Ali announced that an archaeological park would be created at Carthage, a step recommended by UNESCO in 1983.

"The park is the crown of all this action taken over the past 20 years," said site curator Abdelmajid Ennabli.

Ennabli, a wiry, intense archaeologist, points out the sunbaked site of the Roman forum, now only a platform of stone but with a magnificent view across the beflowered slopes of Carthage. The foundations of Punic-era buildings can be seen below, blackened by the fires set by the Roman invaders in 146 BC. In the distance, the circular Punic war port is visible, surrounded by palm trees and still used by small craft sailing in from the beautiful Gulf of Tunis.

MODERN INVADERS

But the view is not all pleasant. *"See those houses there,"* he said, pointing at about 30 cement-block homes 150 metres away below the forum mount. *"They're illegal, built in 1988 on designated land.*

"The law - it's 50 percent of the matter - but if it's not enforced, then what? You alert the municipality. They don't come. They close their eyes."

Ennabli regularly drives around the site in an old Renault 4 looking for the telltale arrival of piles of cement blocks in a thorn-choked field where archaeologists have not yet dug - the start of illegal construction. And he's fighting with officials who want to enlarge one of Carthage's main roads. *"It's a miracle we've survived this long,"* he said.

The story of the miracle begins in May 1972 when UNESCO launched the International Campaign for the Safeguard of Carthage. By the mid-seventies there were

THE INTERNATIONAL FUND FOR THE PROMOTION OF CULTURE is an autonomous body within UNESCO that provides seed money for cultural projects ranging from the preservation of traditional crafts to training for artists. Since its creation in 1977, the Fund has supported more than 330 projects in almost 100 countries. Its list of achievements includes 180 books, brochures, directories and catalogues in 20 languages ; 81 films and videos ; 54 sound recordings and 15 posters and leaflets. Grants are awarded by the Fund's 15-member Council, which is made up of personalities from all over the world appointed in their personal capacities.

THE IFPC HELPED INDONESIAN POTTERS TO IMPROVE FIRING TECHNIQUES FOR THEIR FAMOUS CLAY DRAGONS

The **PARTICIPATION PROGRAMME** is used by UNESCO to promote multilateral cooperation and innovative activities. Support is given to projects ranging from the equipment of laboratories to the promotion of traditional crafts. The budget proposed for 1992-93 is $15m.

a dozen archaeological teams from 10 countries - between 600 and 1,000 people - working simultaneously during the April-July digging season.

Henry Hurst, a university lecturer in classical archaeology at Cambridge University, led a British team to Carthage on the first of many missions in March 1974. Their goal: to excavate the Punic port, threatened by the construction of a marina.

"For me the exciting experience was meeting all these other archaeologists who were interested in the same thing but coming from different angles," said Hurst in an interview from the United Kingdom.

CARTHAGE NOW ATTRACTS SOME 500,000 TOURISTS A YEAR (Photo UNESCO/ P. Lowrey).

INTERNATIONAL SUPPORT

Hurst recalls that UNESCO's appeal to save Carthage struck a chord not only with the international archaeological community - stirred by the story of Hannibal and his elephants and the importance of ancient Carthage as a gateway to the West - but with donors as well.

For instance, the Cambridge committee which chooses archaeological projects was exceptionally able to get additional funding from the Overseas Development Administration, the British government's aid arm, because of UNESCO's appeal, he said.

Ironically, even though foreigners were all agog about Carthage, Ennabli said frankly that Tunisians had generally been indifferent to the fate of the site after independence in 1956, a situation he blames partly on the colonial monopoly on archaeology.

"The glorious past, that of antiquity, had been confiscated by the French Protectorate - Tunisians didn't claim it," he said. *"And at independence Tunisians turned towards the future, towards construction."*

This has now changed, much to the satisfaction of Ennabli. He still sees a future of struggle for money to continue developing the site and feels strongly that UNESCO has a post-campaign role to play: to convince Western countries planning to recycle a portion of Tunisia's debts to specify that matching amounts be earmarked for cultural projects like the Carthage park.

Since 1972, UNESCO has given $290,000 towards the Campaign for the Safeguard of Carthage from its World Heritage Fund and its ordinary and participation programmes, not counting the salaries of staff programme specialists who worked on the project. The United Nations Development Programme donated $1,091,600 although some of that went to safeguarding the Medina of Tunis and Sidi Bou Said, a Moorish site next to Carthage.

Thus, although the formal campaign is drawing to an end, much remains to be done. It 's worth the effort, stresses Ennabli, for whom *"excavating at Carthage is prestigious, glorious... where the slightest thing you find has a significance."*

Peter LOWREY

●

One of UNESCO's mandates is the elaboration, adoption and ratification of standard-setting treaties or **INTERNATIONAL CONVENTIONS.** To date, 30 such instruments have been adopted under the auspices of UNESCO, the best-known being the Universal Copyright Convention (whose circled c protects books the world over), the World Heritage Convention, and the Convention concerning the prohibition of illicit traffic in cultural property. The most recent, adopted by the General Conference on November 10, 1989, is the Convention on Technical and Vocational Education which entered into force on August 29, 1991.

▼

Floods in Bangladesh, earthquakes in China, California and Armenia and mudslides in Colombia. Over the past 20 years, natural disasters have claimed three million lives and provoked tens of millions of dollars damage. While such disasters may be inevitable, the losses and damage they engender need not be. To highlight the need for preparedness and to advance knowledge in this area, the United Nations has declared the 1990s the International decade for ***NATURAL DISASTER REDUCTION.*** For its part, UNESCO has been given responsibility for the conception and popularization of better methods of construction, ways to protect historical monuments and systems of alert.

CATHEDRAL IN ANTIGUA (GUATEMALA) DEVASTATED BY THE 1976 EARTHQUAKE (Photo UNESCO).

●

IDAMS (Internationally Developed Data Analysis and Management Software Package) - for IBM compatible mainframe and micro computers - has been developed by UNESCO for professionals who have to analyse numerical data. Interfaced with UNESCO's CDS/ISIS software for the management of textual data bases, it allows for the unified processing of administrative and scientific data. The version for micro-computers is equipped with high performance editors, graphic facilities and on-line help messages.

☛ *General Information Programme*

▼

Linking UNESCO with the rest of the world, ***41 FIELD UNITS*** keep the Organization in close touch with local realities and the needs of Member States. They are responsible for carrying out programmes and projects on the regional, sub-regional or national level. Forming an information and liaison network, the Units also provide advisory services for Member States and act as coordinators with international intergovernmental and non-governmental organizations.

●

The Division of **STATISTICS** collects, analyses, and disseminates regularly updated statistical information to meet the research and planning needs of Member States. A proposed 1992-1993 budget of close to $5 million will serve to refine methods, improve the reliability, coverage, relevance and international comparability of data in UNESCO's fields of competence, notably with regard to the assessment of «cultural industries» and to scientific research and development. It will also go towards training activities to help developing countries improve their national statistical services. Publication of the UNESCO *Statistical Yearbook* (see page 4) is another of the Division's major tasks.

PILLARS OF A FREE PRESS

The need is urgent, the enthusiasm high, but Warsaw's new Media Centre also has problems.

As many Polish journalists have learned in the short period since the process of democratization began, freedom of speech does not necessarily mean freedom of the press.

In fact, this realization came as quite a shock, especially to those who, during the 1980s, had built the underground press into a vital force in the fight against totalitarianism. Aware of the tremendous power which could thus be wielded in a country where the news media had served mainly as an instrument of propaganda and manipulation, these journalists vowed to lay the foundations for an independent and pluralistic press.

What was needed to do the job - a place where media professionals could train in all aspects of their trade - gradually took form as the Central and Eastern European Media Centre Foundation (EMF).

Presented by the Polish Association of Journalists (PAJ) at an East-West Press meeting organized by UNESCO in February 1990, the project was enthusiastically endorsed by organizations like the International Federation of Journalists (IFJ) and the World Press Freedom Committee (WPFC) which immediately offered support and expertise.

To help finance the venture, nearly a quarter of a million dollars has already been contributed directly and indirectly from sources like the UNDP and UNESCO, and through a Special Account set up by UNESCO, from the Dutch Ministry of Cultural Affairs, the U.S. State Department, the IFJ, the WPFC, etc.

The Centre launched its activities last May with an International Seminar on Media Legislation, and while putting finishing touches to class and conference rooms, pursues its work plan with computer and other courses and seminars in topics like *"How to cover elections in a democratic society"*, *"Marketing and advertising"*, etc.

In a country undergoing radical change, however, it takes a lot of self-sacrifice, patience and obstinacy to overcome the minor - and major - problems which continue to arise.

STAFFING PROBLEMS

First of all, since most of the journalists not previously connected with the official media have joined new publications, radio or TV, or entered government or diplomatic service, the Centre has met with severe staffing problems. Fortunately, a number of journalists returning from abroad are eager to participate.

The building itself poses another problem. On prestigious Nowy Swiat in central Warsaw, it provides 1000 sq. metres of space. But, with land values beginning to soar, this kind of building can rent for $10 a sq.meter, or a prohibitive $10,000 a month. Obviously, a compromise is being sought.

Undaunted, Maciej Ilowiecki, President of the PAJ and Chair of EMF's Board of Directors, insists *"we are absolutely determined to reach our goal even if the job is turning out to be more difficult than we expected"*.

All of those close to the Centre know they are taking part in a great experiment, building something that does not exist in this part of Europe. They know it's not enough just to declare our press free. What's important is to create structures which will ensure its survival, and this takes time.

Katarzyna KOLODZIEJCZYK
Chair of the EMF Council

SONGS OF THE MILLSTONE

Indian women revitalize a dying tradition to build a new future.

Grinding grain for the daily bread has traditionally been the Indian peasant woman's first task of the morning, carried out with her sisters before dawn, before the hustle-bustle of the day. As they ground, they sang spontaneously, making the act of turning the stone synonymous with music. By the time the work was done, the day had broken and the world of men had taken over.

"The grinding is over, my task accomplished,
It is time for my son's reign, his era begins."

The millstone chants - or *ovis* - are sung by women and cover the entire gamut of experience and emotion of peasant life in India. The millstone is the altar where women pour out their joy and despair, longings, frustrations and hopes. . .

Today, this rich oral tradition which has never gained recognition as a literary genre, is fast disappearing. The flour mill has replaced the stone; with it, the source of composition has dried up and the place for the creation and transmission of these songs has vanished. In 1990, the International Fund for the Promotion of Culture supported to the tune of $8,000 a pilot project launched by the Village Community Development Association (VCDA) at Poona in the state of Maharashtra to preserve the songs of the millstone. The aim was not only to reactivate a significant oral form but to use it to tap women's potential and *"reveal the distinctive cultural dynamics at work among groups deprived of power"*. Much of the work has been done by VCDA action groups. Originally set up by the Centre of Cooperative Research in Social Sciences, the Association has so far collected some 12,000 ovi couplets from 131 villages.

At group meetings, women use the ovi to analyse their situation *("However great the toil, there is no respite for the woman or the bull")*. *"We have transformed these songs,"* says fiesty animator Tarabai Ubhe, *"to goad men and women to think aloud."*

The setting up of a corpus of oral literature has been done by the VCDA in cooperation with UNESCO's Coordinating Unit for Activities Relating to Women and the IFPC. Plans are afoot to make audio and video recordings of *ovis*, stage music dramas conceived and enacted by peasant women themselves and to promote activities relating to cultural animation, research, assistance and guidance over the next five years. Basically, the preservation of the millstone song is, in the words of Guy Poitevin, Director of the Social Sciences Research Centre, *"a reappropriation of the past"* towards empowerment and a more consciously fashioned future for the shy but hard-working peasant woman:

"Early in the morning I sweep and clean
God does not set foot in filth and dirt."

Latika PADGAONKAR
(Poona)

●

"SAVE LOVE" is the slogan chosen for an international publicity campaign launched by UNESCO to promote solidarity and raise funds for the struggle against the AIDS virus. Along with this campaign, launched in Venice last June, UNESCO has also implemented AIDS education programmes in all regions of the world aimed at mobilizing communities and young people, adapting information campaigns to local conditions and dealing with the human rights dimension of AIDS. UNESCO works hand in hand with the World Health Organization in this domain, combining expertise and resources, with top priority given to programmes in developing countries where the lack of information on AIDS is most acutely felt.

▼

ENSURING THAT THE NEEDS AND INTERESTS OF WOMEN are taken into account in each of UNESCO's programmes is the task of the Coordinating Unit for Activities Relating to Women.
With a proposed budget of $579,100 for 1992-1993, the unit intends intensifying its activities across the board during the biennium. Work will also be started on preparation for fourth United Nations Conference on Women which will be held in 1995.

UNESCO SOURCES is a monthly magazine published by the United Nations Educational, Scientific and Cultural Organization. English and French editions are produced at Paris Headquarters, a Spanish edition in cooperation with the Unesco Centre of Catalonia, Mallorca 285, 08037 Barcelona, Spain ; and a Portuguese edition with the Unesco Centre in Porto, rua Jose Falcao, 100 R/C, 4000 Porto, Portugal.

Editor-in-Chief: R. Lefort. **Associate editors**: B. Werther, S. Williams, C. Breuil. **Assistant Managing Editor**: C. Mouillere. **Lay-out**: G. Traiano, F. Ryan. **Promotion and distribution**: P. Chaillier. **Secretary**: D. Maarek.

Photoengraving and printing in Unesco Workshops. **Distribution** by Unesco's specialized services.

Graphic conception: Agence Minium.

Each year, UNESCO convenes about 100 conferences attended by representatives of Member States, and helps set up about another 100 meetings for specialists. In addition, some 50,000 men, women and young people each year attend courses, workshops, and training seminars organized by UNESCO in every part of the world. The **PRINCIPAL MEETINGS** *scheduled to take place over the 1992-1993 period include:*

THREE INTERNATIONAL CONFERENCES *on Recognition of Higher Studies, Diplomas and Degrees and the Mobility of Students for the purpose of adopting a Universal Convention (April 1992, HQ); International Conference on Education (Fall 1992, Geneva); Hydrology and Scientific Bases of Water Resources Management (Spring 1993, HQ);* **A CONFERENCE OF MINISTERS** *of Education and those Responsible for Economic Planning in Asia and the Pacific (First half 1993).* *Sessions of* **INTERGOVERNMENTAL COMMITTEES AND COUNCILS** *for the World Decade for Cultural Development (February 1992, HQ); for the Development of Communication - (February 1992, HQ); International Hydrological Programme (Spring 1992, HQ); for Physical Education and Sport (Fall 1992); General Information Programme (November 1992, HQ); intergovernmental Informatics Programme (Fall 1992, HQ); Man and the Biosphere Programme (1992, HQ); for the Major Project in the Field of Education in Latin America and the Caribbean (1st half 1993); the Universal Copyright Convention (June 1993, HQ); Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations - Rome Convention (July 1993, Geneva).* *Two* **GENERAL ASSEMBLIES**: *of the Intergovernmental Oceanographic Commission (March, 1993, HQ); of States Parties to the Convention for the Protection of the World Cultural and Natural Heritage (Fall 1993, HQ).* *UNESCO will take part in the UN Conference on* **ENVIRONMENT AND DEVELOPMENT** *(June 1992, Rio de Janeiro, Brazil).*

The **EXECUTIVE BOARD** *will, as usual, meet biannually in Spring and Fall sessions and, finally, the* **GENERAL CONFERENCE** *will hold its 27th session in the Fall of 1993.*

SOURCES